

**FACTORS INFLUENCING COMMUNITY PARTICIPATION IN THE
DEVELOPMENT OF PRE SCHOOL CENTRES IN MAKUENI
COUNTY, KENYA**

**BY
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DECLARATION

This is my own original research project which has not been written and presented to any other university for examination.

.....

TITUS NDIKU MUOKA

This research project has been submitted for examination by my approval as a university supervisor.

.....

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DEDICATION

I dedicate this research project to my beloved wife Ruth Ndanu. I also dedicate to my children Abel Mbuvi, David Mwongela and Grace Kamanthe

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Thanks to the headteachers, pre-school teachers, parents and pre-scholers of Makueni County for agreeing to provide the accurate data required for the study and on time.

May God bless them abundantly.

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ABSTRACT

The study examined the factors influencing community participation in the development of preschool centres and education in Makueni County. The study investigated the impact of economic status, Community literacy level and community awareness towards the establishment and development of preschool centres and programmes. The study investigated the headteachers, preschool teachers, parents and preschool children in relation to their level of participation and involvement in preschool development. It aimed at establishing whether their economic status, levels of education and awareness of the importance of early childhood education determined their ability and willingness to participate. The sampled population comprised of 400 parents, 60 preschool teachers, 30 primary school headteachers, 600 pre scholars in 30 preschools. The study adopted field survey design to investigate the influence of community participation in the preschool development in Makueni County Kenya. The research instruments used were questionnaires filled by headteachers to give feedback from the preschools. Questionnaires were also distributed to pre-school teachers. The researcher also used an interview guide for the parents. An observation schedule was used to monitor physical facilities and children's well being. Data was collected from both primary and secondary sources. The findings show that majority of the parents did not have adequate education. Education transforms enhances knowledge and empowers an individual. Education enables a person to think and make rational decisions. The finding show that most of parents had knowledge on education and only a few parents had no educational awareness. The study recommends that parents should be involved in assessment of pre-school programmes so that they can own them. The government should invest heavily on industrialization for the creation of more job opportunities to make education gain more value. Awareness meetings and workshops should be carried out to increase parent's participation in pre-school development and partnership policies. Further research should be carried to map out the locally available resources in different quarters of the county to help provide better ECD facilities and services.

ABBREVIATIONS AND ACRONYMS

CBOS	– Community Based Organizations.
CPE	– Certificate of Primary Education
ECCD	– Early Childhood Care and Development
ECD	– Early Childhood Development
ECDE	– Early Childhood Development and Education
ECE	– Early Childhood Education
EFA	– Education for all
DEO	– District Education Officer
FPE	– Free Primary Education
HIV/AIDS	- Human Immunodeficiency Virus/ Acquire immune deficiency system.
KCPE	– Kenya Certificate of Primary Education
KDP	– Kenya Development Plan
K.I.C.D	– Kenya Institute of Curriculum Development
K.I.E	- Kenya Institute Education
K.D.H.S	– Kenya Demographic Health Survey
MDGS	– Millennium Development Goals
MOEST	– Ministry of Education Science and Technology
NACECE	– National Centre for Early Childhood Education
NGOS	– Non Governmental Organizations
PRSP	– Poverty Reduction Strategic Plan
UNESCO	– United Nations Educational, Scientific and Cultural Organization
UNICEF	– United Nations Children’s Education Fund

CHAPTER ONE: INTRODUCTION

1.0 Background to the Study.

The period from conception through age six is very critical to the complete growth of children's health, cognitive, psychomotor, personality and social development of children. It is termed as the period of rapid development in the human beings, (Piaget 1971). A research conducted by the United Nations children's fund (UNICEF, 2004) on children development revealed that early childhood interventions have lasting effects on their intellectual capacity, personality and social behaviour.

The signing of the United Nations Convention on the rights of the child (CRC) in 1989 promoted the global need to early childhood education. This was strengthened further by the signing of the African charter on the rights and welfare of the child in 1990. Since then many countries expanded the establishment and development of preschool education globally, Kenya included. In the middle of the 19th century, day nurseries were established to care for the children of low income women so that their mothers could engage in paid labour in the United States of America. Today, the large expenditure on child care is designed in the connection with the requirement that women engage in labour. Many are hired as teachers even though they didn't have any level of professional education and had no experience.

On participation, the United Kingdom has a relatively large number of children attending some form of early childhood care and education centres. This sector

is receiving increased policy interest due to growing importance. England considers improving quality of life through family and community engagement as a priority. Parental and community engagement can strengthen the quality of parenting and home learning environments and later establish preschool centres. The continuity of children experiences across different environments is greatly enhanced when ECDE centres co-operate with parents and communities and adopt consistent approaches to child development and learning (Froebel and Lilley 1997).

In Africa, the development of early childhood care and education centres has not been fully put into practice, though the participation in development of preschools is not a new phenomenon. Mwalimu Nyerere of Tanzania (1967) explained that education was the duty of elders. This called for all communities to embark on educating their youth. Until recently several studies conducted in the sub Saharan Africa indicated that many labour and financial support to their early childhood development and educational centres (Kituta, 2003).

The Kenya government signed the United Nations convention on the rights of the children (CRC) in 1989. In 1990, the government showed serious commitment by signing the African charter on the rights and welfare of the child. Since then Kenya participated in several international endeavors related to early childhood education demonstrating a desire to improve the well-being of young children. Under the 2001 education Act, the government established guiding policies for early childhood education in Kenya.

In Kenya, early childhood development is geared towards development is geared towards development of the child's mental capabilities and physical growth, learning through play, developing and appreciating his or her culture and environmental fostering the child's exploration skills and creativity and enrich the child's experiences among other objectives (KIE 1999). The establishment of preprimary education centres in Kenya has been as a result of an inter play of a number of participants.

The first early childhood education centre for Africans were started in the 1950s (Kabiru, 1993) with custodial care and security being the main objective. Community participation is therefore the involvement of all key players in the construction of facilities, contributing ideas, making decisions and taking responsibility for the development of Early Childhood Education.

There must be a total commitment towards the success of these pre school centres at all levels. The financing support of Early Childhood Development and Educational programmes has been a joint venture between the government, Early Childhood Development partners like NGO's, private sector, individuals and in partnership with parents and community members. If well undertaken, ECDE can push Kenya towards the realization of the millennium development goals (MDGs) and the proposed vision 2030.

Education for all (EFA) 1990 noted the importance of Early Childhood Development and Education as a responsibility of the state, the family and the

entire community. The parents and the community are the first child care givers. Some of the early childhood programmes which are vital for children's holistic development are children health monitoring programmes and stimulation programmes. Quality Early Childhood development improves children's health. Good nutrition status gives the children a cognitive psychosocial advantage in the subsequent education levels. By age six most children have acquired skills experiences and ideas about the world and people around them. The extend to which these processes lead to healthy development depends upon the qualities of stimulation, support nurturance and protection in the social environment in which children live, learn and grow.

A research by the Ministry of Education Science and Technology (MOEST, 2012) indicated that there are no proper classrooms for preschool children. Some attended learning in churches, under trees and behind shops. The report also say that there are no feeding programmes in most of the preschool and only a few parents attended meetings.

A research finding in Makueni County revealed low achievement in development of preschool centres. Some pre-school infrastructures are semi-permanent with poor sanitation and sewerage systems. The pre-schools are far apart forcing some children to walk long distances to school. This has led to some of the learners drop out of school until their ages advance.

This implies that pre-school development is facing challenges. This study investigated the factors that influence community participation, modes and levels of that participation and the relationship between participation and the development of pre-school centres in Makueni County. The study was guided by Stoker theory of community participation (1997) and Arnsteins community participation theory of (1969).

1.1 Statement of the Problem

The success of preschool development is determined by the amount of input spend by the key players or contributors. The input may include financial support labor, information dissemination, provision of materials and management.

Mwalimu Julius Nyerere of Tanzania (1967) explained that education for children is the duty of the whole community including the elders. He therefore called for all community members to take key roles in educating their youth. Studies conducted in Sub Saharani Africa indicate that many African communities still provide labor and financial support to their early childhood development centres (Kituta 2003).

In Kenya, the establishment and development in ECDE centres had been a joint venture by the government, parents and members of local community, private sector, NGOs and individuals.

World bank 2004, states that there have been a marked increased in parents' and community based preschool centres in Kenya which are aimed at improving the development of children. However, despite the joint effort by the stakeholders towards development of preschool centre, the sector is faced by many challenges. Studies have shown that there are inadequate teaching and learning materials, lack of classrooms, and low and untimely fee payments in some preschools. In view of this, the study investigated the factors that influenced the level and the mode of community participation in development of preschool centres in Makueni County in relation to economic level, literacy level and level of awareness.

1.2 The Purpose of Study

This study investigated the factors that influence community participation in the development of pre-school centres in Makueni County in reference to economic situation of the people, their literacy levels and the level of awareness towards their development.

1.3 Research Objectives

The Specific objectives of the study were to:-

1. To establish the influence of economic situation in relation to community participation in ECDE centres.
2. To find out the relation between literacy level of parents and community on the participation in ECDE centres.

3. To determine whether level of community awareness affects their level of participation in ECDE centres.

1.4 Research Questions

1. How do the economic situations of parents and the community influence their participation in early childhood programme?
2. To what extent do community literacy level influence their participation in ECDE?
3. To what extent do the community awareness about the importance of ECDE determine the level of participation in ECDE centres?

1.5 Significance of the Study

This study may create awareness to the government and other stakeholders on the importance of their participation in development of pre-school centres in Makueni County. It may also help to change the attitudes of the parents and the general community towards the understanding and hence works towards improving the quality of pre-school centres. This may eventually help to increase the number of ECDE centres and their teaching and learning environments. The study may also encourage the Kenya government to formulate policies concerning funding to provide pre-school facilities, teaching and learning materials, supervision and training of pre-school teachers through NACECE and DICECE curriculum with a sole purpose of ensuring healthy and holistic development of young learners.

1.6 Limitations of the Study

Limitations for any study undertaken refer to the conditions that are beyond the control of a researcher and may present challenges on the conclusions for the study and its implications to the intended situation, Best and Khan (2003).

The results of this study were only generalizable to pre-school centres with similar conditions to those of Makueni County.

1.7 Delimitations of the Study (Scope)

This involves stating the boundaries or scope of the study. The study was only carried on ECDE centres found within the Makueni County. A number of pre-school teachers, headteachers, parents and pre-scholars were sampled to represent the large population and the outcome was then generalized.

1.8 Basic Assumptions

By carrying the study, the researcher assumed that the respondents could be cooperative, honest and willing to provide true information and without any reservations. This eventually may improve education of the learners by increasing the number of pre-schools in the County and providing the quality of teaching and learning materials in the pre-schools.

1.9 Definition of Key Terms

Community awareness

It refers to actively and meaningfully learn from and share information with different segment of the community to enhance knowledge and level of participation in pre school development activities.

Community participation

The involvement of people in construction of facilities, contributing ideas, making decisions and taking responsibility for the development of early childhood education centres.

Development

The gradual increase of the number of preschool, the environment and the knowledge acquired through learning and teaching of children.

Early Childhood

The period age 0-9 years

Economic Situation

The people's financial position at a specific period of time which influences their level and mode of participation in an activity

Factors

Refers to reasons which cause the parents and members of the community to participate the way they do in Early Childhood programmes.

Literacy Level

Refers to people's level of understanding which helps them respond appropriately to the needs of pre school development

Preschool centres

Educational establishments offering early childhood education to children between the ages of three and five, prior to the commencement of education at primary school. They may be privately operated or government run.

1.10 Organization of the study

Organization is about how the research report looks like. It therefore spells out the findings contained in the five chapters. Chapter one is the introduction. This is the background of the study which contains the statement of the problem, the purpose of the study, the research objectives, research questions, and significance of the problem, limitations, delimitations, basic assumptions and definitions of key terms.

Chapter two of the study is the review of the related literatures. It entails the examination of what others have said or done relevant to the area of study. This chapter includes both the theoretical and conceptual framework which displays how the independent and dependent variables interact.

Chapter three discuss the research methodology. It states what the section contains in terms of research design, target population, sampling procedures and sample size, research instruments, validity and reliability, procedure for data collection and data analysis.

Chapter four of the project covers the results and discussions of the study after the collection of data. It gives the research findings and the methods of analysis. Chapter five of the study talks about the summary, conclusion and recommendations of the collected data after their analysis. The final stage of research project contains the references and appendices of the study.

CHAPTER TWO: REVIEW OF THE RELATED LITERATURE

2.0 Introduction

This section reviews about both primary and secondary sources of literature which are related and relevant to the study. The researcher discussed this section under various subheadings:- the economic situation and how it influences community participation in development of pre-school centres, the literacy level of parents and community on the participation and the level of community awareness about the concept of participation in the development of pre-school centres in Makueni County.

2.1 Economic Situation and Community Participation in the Development of ECDE Centres.

In the development of preschool centres economic situation refers to the people's financial position at a specific period of time which influences their level and mode of participation. Development of pre school centres involves the increase in number of preschool centres, provision of adequate and relevant teaching and learning materials and availability of funds to pay for the teachers and construct classrooms.

Development also encompasses the increase in environments and low dropout rates. KIE (1992) states majority of the preschool centres in Kenya have been established and managed by the local communities. It is therefore important to involve and mobilize the communities in order to ensure that they improve the

pre school facilities and services. Although most of the people in the community including policy makers, parents and local communities, NGOs and individuals are aware of the importance of providing early childhood care and education in preschools, the major determinant to the participation is the ability to pay it and meet cost of its basic needs (KIE 2005).

Good economic situation enables the community to provide land for the establishment and maintenance of preschool centres, contribution of funds to pay fees for preschool teachers and provide teaching and learning materials. In some of these communities feeding programmes and provision of labour are part of the preschool development programmes. Parents provide the ingredients and prepare the food. (Evans and Myer, 1994)

NACECE has taken the primary responsibility of coordinating the functions of these various partners and involving them in a meaningful way. These activities may result to increased enrolment and the number of preschool centres, improved teaching and learning material both in quality and quantity and construction of quality classrooms for learning because parents provide land and funds. Other indicators are establishment of feeding programmes and services related to care, health and nutrition and stimulation of the learners (KIE, 1992)

During the post independent period the average economic growth in Kenya declined from 6.6 % in 1974 to 2.4% in 2000. Since 1980 the decline in economic performance has been accompanied by declining investment levels. In addition the economy has been stable in recent years according to poverty

reduction strategic plan PRSP (2001- 2004). It states that three quarters of people living in rural areas are poor. The main causes of poverty includes low agricultural productivity, insecurity, unemployment, low wages, poor governance of the available resources, shortage of land, inadequate and poor infrastructure, HIV/AIDS, gender disparities and high cost of social services including health and education for children.

According to the policy framework on ECCD, discussion paper 2005, poverty has compromised the abilities of parents and local communities to give adequate financial support for ECDE centres. The paper further recommended the needs for all the stakeholders to pool their financial resources in order to support the government. (Mukanzi, 2005) in her research conducted in Nairobi noted that nearly three quarters of preschool age children could not access ECCE because of poverty. She cited slum areas in towns as the worst hit particularly those families affected by HIV/AIDS scourge. Most parents could not afford to pay fees to enroll their children in preschool. The existing private pre-schools are very expensive even. She further noted that most parents opted to keep their children at home till they attain primary school age. Inadequate funds have also resulted in the provision of poor quality education since parents cannot afford to hire trained and qualified teachers. This view is supported by the education report availed at the 9th ECDE trainer induction course in Kabarnet Zone, Baringo District (2002). According to this report, trained teachers were leaving the jobs due to low and irregular salary payments; a problem attributed to the inability by the parents to pay fees (Bosire, 2002) expressed similar sentiments.

The economic situation in some rural areas is characterized by continued stagnation and poor production in agriculture, low income and the rising vulnerability to diseases. Inadequate access to market for their poor produce is a problem for many small scale enterprises in Africa. Vital services like health of the children and education are ignored.

Basuri (2001) ascertains that poverty is and will remain the major underlying cause of poor parental participation in early childhood development and education programmes across all developing countries, Kenya included.

An assessment study of Free Primary Education (FPE) carried out by ministry of education in conjunction with UNESCO (2004) showed that pre school development have slowed down because of introduction of FPE. The poor parents opted to take their children straight to standard one which was made free to avoid ECDE which was to be run at a cost. This caused overcrowding in lower primary classes with some of standard one children being of advanced age of above 8 years. Some of the preschool facilities were occupied by this growing number of primary school pupils hence the pre scholars were pushed to take their learning under trees, shops or churches. However studies about pre school centres in Makueni County indicated that some centres were characterized by lack of classrooms, inadequate teaching and learning materials and incomplete school uniforms. Also some buildings were semi-permanent with inadequate number of latrines for the learners. In some preschools, preschool teachers seemed not motivated in their work due to low and untimely payment of salaries.

(Makoi, 1993) defined poverty as a nagging situation where people live below the expected standards of human life. All these situations encouraged the researcher to carry out the study so as to identify level of community participation establishment and development of preschool centres in relation to the community's economic level in Makueni County, Kenya.

2.2 Literacy Level of Parents and Community Participation in ECD Centres

(Mulatya, 2003) literacy level refers to people's level of understanding which helps them respond appropriately to the needs of pre school development. Community literacy level encompasses that of pre school teachers, head teachers, parents and the general local communities. It also involves both academic and professional literacy. In her research stated that a community which is highly educated impact positively to the view of schooling for their children because they participate actively in the activities related to the pre school development.

Literacy helps parents to provide the relevant teaching and learning materials for their preschools, hence promote quality education. These parents provide uniforms and good hygiene, hence promoting good health. Good health among children encourages high enrolment and low dropout rate in pre schools. They pay the teachers in good time, thus raise his morale. A good moral among teachers result to good curriculum implementation by the pre school teachers.

The likelihood that a child remains in school and the parent's participation in the development of ECCD centers can be influenced by social cultural attitudes, beliefs and practices within the family. A study conducted in Kenya by Prewit (1990), revealed that wealthy and educated parents utilized private pre schools and used their resources to create preschool conditions which were conducive to a learning. This provided initial advantages which are difficult to match with those poor, uneducated parents in remote rural areas. This means that children from educated and high socio-economic status are more adequately prepared for school than those of low socio-economic status, educated parents impact a positive view of schooling among their children.

Chernichovsky (1985) education of the households is the single most important determining factor to the participation in pre school development among a large sample of population. From my personal experience, it is evident that parents who have attained the formal education appreciate the importance of ECCE for their children and they often encourage them to acquire basic education. This view is also supported by Anderson (1967) in his book entitled "Sociological factors in demand of education". He argues that parents who have limited education forego many social and cultural options thereby restricting a family's opportunity for upward social mobility. It should be noted that mothers with low level of education are faced with severe economic and educational problems in their efforts to support their children literacy levels were observed to correlate with attitudes of parents.

Cotton and Greens (1988) virtually all successful pre schools establishment and development have parents involvement. Nearly all researchers cite these as critical to the success of pre schools centres, meaning that literacy level of parents is a determinant to the degree of participation in the development of ECD centres. There is significance relationship between parental level of education and their children's aspiration.

A study carried out by Aswani (1991) stated that the largest number of education casualties come from the low socio-economic classes. Children from the low educated families are not encouraged to take schooling seriously by their parents who are illiterate or semi-illiterate and don't participate in school activities.

The nature of parent's attitude shows how a parent is involved in the early learning experiment of a child. This implies that a child can benefit a lot if the parents are involved in his or her academic progress right from preschool level. The likelihood that a parent or community will participate in the activities of ECCE centres is influenced by their understanding within the community. This view is supported by Nduku (2003) in her research. She asserts that educated parents have a positive attitude towards ECCE centres compared to illiterate ones.

A survey report by the Agakhan Foundation (1998) pointed out that although preschool committees have been established in most schools, lack of participation in the part of the community members seems to frustrate the efforts

to establishment and development of pre school centres. Studies involving community literacy level in relations to participation in preschool development showed varied results. Some teachers complained of low and untimely salary payments resulting to poor motivation. All these issues prompted the researcher to carry out a study about literacy level of the community and how it affected level of participation to the development of preschool centres in Makueni County.

2.3 Community Awareness about the Concept of Participation in Preschool Development

Edwards (1978) explained community involvement and participation as an act of sharing common practices to all participants. Each participant is directed towards specific goal shared by others for promotion and progress of education. In support of this view the Kenya development plan (KDP) (1984-1988) states that participation entails responsibility by the community members to their best for each other with the full knowledge and understanding that if the society prosper its members will share and benefit with the property.

Stake holders may include the state, the family, religions, organization, community based organization (CBOs), interested members of the society and the nongovernmental organization (NGOs). (Maggi et al, 2005, 20) argued that access to quality education is linked positively to socioeconomic status. Consequently, they cautioned that, “the most influence on Early Child Development originate from within the family, government, the neighborhoods

or village where those children live, and the type of Early Child Development program that children are exposed to during their early years”.

The level of community participation is determined by the awareness they have on the concept and importance of ECE (Appelbaum, 2006). This awareness may be acquired through parents meetings, education seminars and conferences. Studies have shown that the community participates better towards development activities if they have information about them and are involved in the process of their functioning (Mulatya 2003).

If the parents have the skills and knowledge they enroll their children and pay fees. They provide teaching and learning materials because they know their importance in the learning process. The parents also attend school meetings and contribute ideas for the development of preschool centres.

Informed teachers have the ability to mobilize and organize parents to participate through providing labour, feeding programme and contributing funds for the construction of classrooms. The existing system of providing for early childhood care and education is mainly community based. Kipkorir and Njenga (1993) in case study they conducted explain this idea. They noted that parents and local communities are important partners in early childhood care and education and in the preschools. Meyers (1992), says that school community relationships were seen as an inevitable or unavoidable contact. It is consciously or deliberately planned according to him.

The parents enroll their children in the school, they pay salaries to the teachers; they provide food for the children and provide resources like the classrooms and teaching/learning materials. The government draws the curriculum through the Kenya institute of curriculum development (K.I.C.D) and formulates policies to be followed in the teaching and learning for preschool. The religious organization, community based organization and individual's foundation helping the provision of teaching programmes, clean water and sanitations. They also fund for the construction and maintenance of physical facilities (Olembo et al, 1992).

Bwalya (1985) states that the role played by community leaders and any popular organization is central to the realization of development of early childhood care and education centres. He adds that community has to be fully involved in not only in the contribution of resources and labour but also in sharing ideas and decision making. The ECD subsector constitutes households, community and state efforts to provide integrated development for children from birth to the age of entry to primary school (master plan on education and training, 1997-2010). According to this document, integrated development means nurturing of the whole child encompasses growth of the child's physical, mental and social-emotional attributes. The provision of security, adequate, nutrition and promotion of good health are recognized as constituting the foundation of proper growth of the child. The institution management provides and maintains physical facilities, inspection of play material and pays pre school teachers. The report on

community participation in early childhood (KIE 1992) indicates that through field observations monthly and annual reports from pre-school the parental participation in school activities is low. This has been represented by inappropriate classrooms and furniture, lack of feeding programmes and inadequate learning and play materials. In some preschools, feeding programmes have been initiated. However there have been no sustainability measures to enhance continuity in some school centres. Although the World Bank (2005) identified the main sources of funds for ECD centers as by the governments parents and local communities and assessment study of free primary education. (FPE) carried out jointly by MOEST and UNESCO (2004) showed that development of some centres had almost collapsed because of children's decreased enrolment after introduction of FPE. Most parents decided to enroll their children direct to primary school to avoid paying pre school fees.

The development of preschool centres in Makueni County has been progressing well and more especially in the urban areas. Good development of ECD centres has also been experienced in the privately owned preschool centres. In these centres parents attend meetings to discuss about education of their schools. The exchange ideas that may help in the development of education in these centres. They also enroll and retain children in preschools by paying fees, buying clothes, teaching and learning resources.

Because of knowing the importance of preschool education, they sometimes provide land and funds for the construction of classrooms and latrines. Both

boys are enrolled in the preschool learning. However preschools especially those found at the remote rural areas are quite different. Some of the parents don't even bother to attend school meetings called by the pre school teachers, headteachers. They see it as a waste of time. They are not even willing to participate by providing labour and teaching and learning materials. Some even fail to pay the teachers' salaries. All these results ton poor learning facilities, low retention and low enrolment rates in pre schools. It has also resulted to high teacher-pupil ration because the parents are not ready to employ more teachers. Paying of teachers' salaries poorly has resulted to low teacher motivation and hence poor curriculum implementation.

The researcher therefore carried this study to investigate whether the level of community awareness to the concept of preschool development affects the level and mode of participation in Makueni County.

2.4 Theoretical Frame Work

A theoretical framework is a collection of interrelated ideas based on theories. It explains a phenomena. It attempts to clarify why things are the way they are, (Kombo and Tromp, 2000).

This study is guided by community participation theory adopted by Stoker (1997). It states that members in an organization take part in any processes of formulation of policies, decision making, implementation, assessments and even

funding for common success. Arnstein (1969) used a ladder to demonstrate the different levels of participation.

According to this theory participation means being involved in an activity. Community may refer to a group of people involved in solving their common problems. The community includes the government, the parents, individuals, pre school teachers, headteachers and nongovernmental organizations who play various important roles to the establishment and development of pre school centres to promote the wellbeing of the child. Chanan (2000) suggests that within a community, members choose to otherwise become involved at different levels in an activity project or programme and that the number of involved people decrease as the levels increase thus creating a pyramid. In preschool development the community participation can take place during needs assessment where members express their opinions about desirable improvements, prioritizing goals, negotiating with other agencies and during planning. The community may also formulate objectives and set goals. It is also involved in mobilization where they raise the awareness in a community about the needs in the ECD centres and establishing organizational structures within the community.

Others may participate in the implementation where they engage in management activities, contributing cash towards costs and paying services rendered in the organizations. This study therefore is aimed at investigating the factors that influence community participation in the development of early childhood

education centres in Makueni County. It also investigated the modes and levels of that participation and the relationship of the partners.

2.5 Conceptual Framework

The purpose of the conceptual framework is to help the reader to quickly see the possible relationships of the variables.

From the literature review it can be noticed that a number of factors influence the community participation in the development and progress of early childhood education centres. The awareness of the community, the literacy levels of the parent and the community and the economic situations of the stakeholders are the independent variables. The dependant variable will be the development of ECDE centres.

The conceptual framework therefore views the development of pre school centres as being through the interaction between the government, the parent, the community, religious groups and even Non governmental organization. The quality of pre school centres and that of the structures, the environment and quality of education offered depends on the level of community awareness, the economic situation of the stakeholders and the literacy levels towards the concept ECDE development. The diagram below shows inter play among these factors.

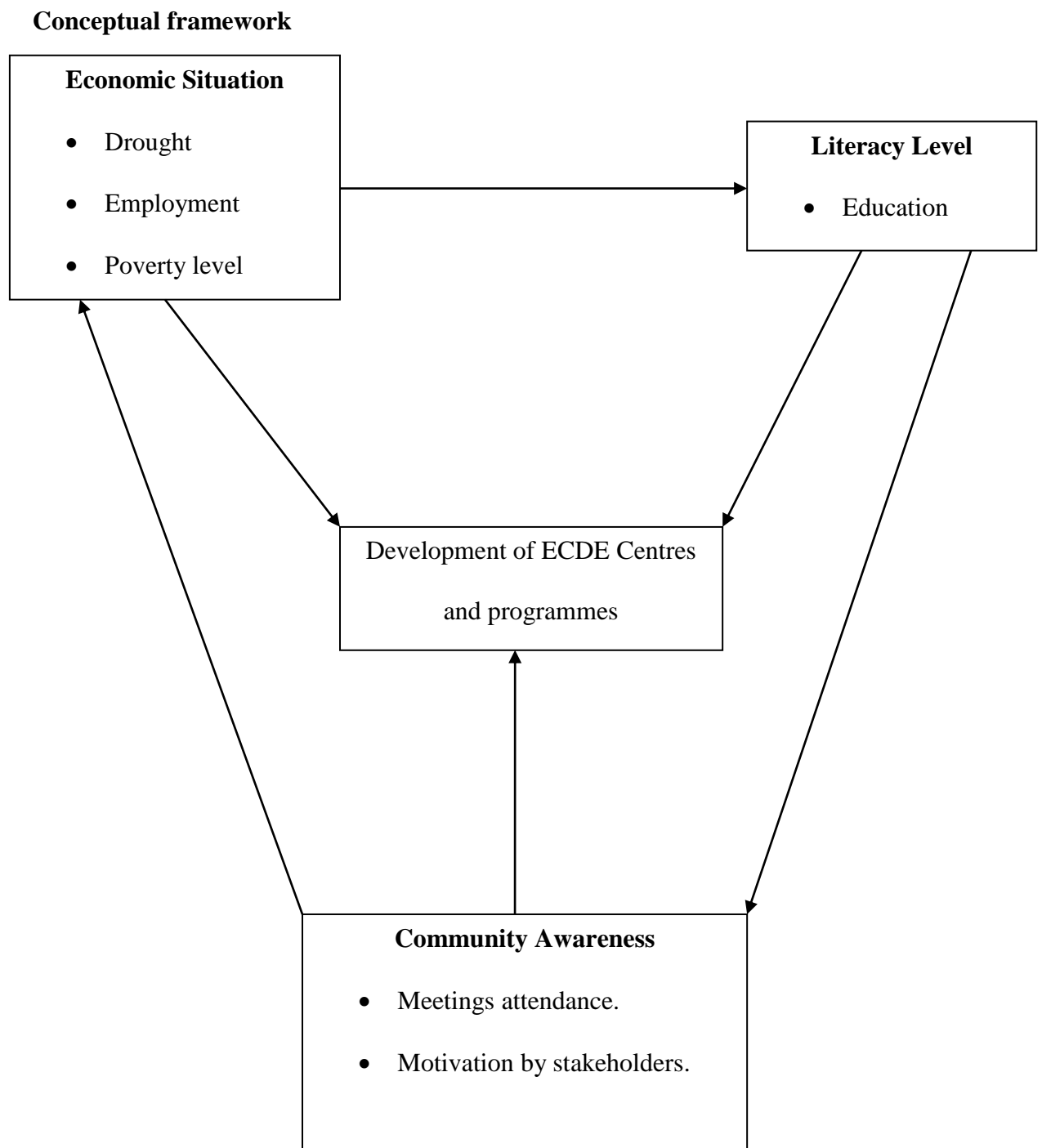


Figure 1: Conceptual framework

CHAPTER THREE: RESEARCH METHODS

3.0 Introduction

This chapter discussed research methodology under the following sub headings. Research design, target population, sample size and sampling procedure, research instruments, data collection procedure and data analysis techniques.

3.1 Research Designs

The study used survey research design. The research structure entails gathering information from a relatively large group of cases. Orodho (2005) survey is an attempt to collect data from members of a population to determine the current status of the population with respect to one or more variable. Survey research is a self-report study which requires the collection of qualities information from the sample. Survey research aims at obtaining information that describe existing phenomenon as stipulated by Mugenda and Mugenda (2003). This is by asking individuals about the perception attitudes behaviours and values. Survey is a descriptive research for a researcher who is interested to collect data that is original as is in the case of this study.

3.2 Target Population

A population in a research study is a group of individuals, objects or items from which samples are taken for measurement, (Kisilu and Tromp, 2002).

The study targeted parents, members of school community pre-school children, preschool teachers and primary school head teachers in Makueni County. (Borg and Gall 1989), defined target population of a study as all the members of a real or hypothetical set of people, event or objects to which an investigator wishes to

generalize the results of the study. Makueni County has 6 sub counties namely; Mbooni, Makueni, Kilome, Kaiti, Kibwezi East and Kibwezi West. The county has 1372 registered pre schools centres and 138 registered private pre schools centres totaling 1510 as per January 2014 County records. The total population of preschool learners was 41820 both boys and girls. There were also 40500 parents and 3012 preschool teachers. The respondents were selected through simple random sampling where individuals are chosen in such a way that each has an equal chance of being selected and each choice is independent of any other. The researcher sampled 5 pre schools centres from each sub county making a total of 30. The sampled size included 30 primary school headteachers, 400 parents and 600 pre scholars. The researcher selected 30 preschool centres because the number seemed comfortable when getting a relation through correlation coefficient.

3.3 Sample Size and Sampling Techniques

The researcher used simple random sampling. Mugenda and Mugenda (2003), states that random sampling refers to selecting a reasonable number of subjects or objects that represent the target population. 30 pre school centres were selected because the number seemed comfortable when calculating relationship using correlation coefficient. 30 headteacher and 60 preschool teachers were also involved in the study. Also the researcher sampled 400 parents and 600 children to be included in the study.

Population	Total population	Sample size
Schools	1510	30
Preschool teachers	3012	60
Headteachers	1510	30
Parents	40500	400
Children	41800	600
Total	85320	1060

3.4 Research Instruments

The information was collected using questionnaires for headteachers and preschool teachers. The questionnaires required the headteachers and preschool teachers to state the parents' economic status, literacy level and level of awareness in relation to their level of participation in preschool development through provision of teaching and learning materials, paying fees, contributing towards construction of facilities and attending the school meetings.

Parents interview schedules were also used to gather information on their level of education, level of income and concepts they had in preschool development. Observation schedules were administered for school facilities and children's wellbeing.

3.5 Validity of the Research Instruments

Mugenda and Mugenda (2003) validity is the degree to which the results obtained from the analysis of the data actually represents the phenomenon under

study. It is the accuracy and meaningfulness of inferences which are based on the research results. To test the validity of instrument used for data collection, the researcher carried a pilot study. Borg and Gall (1986:2) suggested that instruments which fail to measure the variables are modified and some might be discarded.

A pilot study was conducted later to a population similar to the targeted population. The researcher administered the questionnaires to other district program officers which were not to be used in the study. The headteachers and pre school teachers of other schools were also given the questionnaires. The researcher then analyzed their responses to test the validity of the actual instruments in the study.

3.6 Reliability of the Research Instrument

Mugenda and Mugenda (2003) defined reliability as a measure of degree to which research instruments yields consistent results or data after repeated trials. Therefore a reliable instrument is one that consistently produces the expected results when used more than once to collect data from two samples randomly drawn from same population. The test reset approach was used. According to Mugenda and Mugenda (2003) this approach involves administering the same group twice to the same group of subject at different times. Therefore Sharma and Drwaney, 1989 observes that for a research data to be reliable, it must have the ability to consequently yield the same results when repeated measurements and taken under the same conditions. Nechimas and Nechmias (1996) stated

that if the instrument is administered at two different times and then complies the correlation between the two sets of scores implies its reliability.

3.7 Procedure for Data Collection.

The questionnaires were distributed to the headteachers and preschool teachers in the respective sampled preschools to be filled. The researcher collected them after one week for study. The researcher then trained research assistants to help carry out the parents interviews and observation in the sampled preschools centres.

There were three observations in each school at different times in the 30 sampled schools for 4 weeks.

3.8 Data Analysis

The data collected was organized and presented in tables forms and in graphs. Data from parents formed the independent variables while data from headteachers, preschool children and observation schedules formed the dependent variable.

In order to get the results correlation coefficient were calculated between the independent and the dependent variables.

CHAPTER FOUR: RESULTS AND DISCUSSIONS

4.1 Introduction

This chapter covered the findings, presentations and discussions of the results for the study on factors that influence the community participation towards the progress and development of ECD and education centres in Makueni County. The research findings were presented using both descriptive and inferential statistics. Furthermore, brief narrations of qualitative data gathered from the observation schedule and parents' interview were included to supplement the quantitative findings. This chapter also presented answers to research

4.2 The Influence of Economic Situation in Relation to Community

Participation in ECDE Centres.

4.2.1 Economic Situation of parent

The table below shows that most parents, 41,000-80,000 (34%) were lowly paid, while 10,000-40,000 (51%) were very lowly paid.

Table 4.1: Economic Situation of parent

Level of income	Frequency	Percentage
10,000-40,000	206	51
41,000-80,000	136	34
Above 80,000	59	15
Total	400	100%

This agreed with the MOEST (2001), survey on poverty which affirms that, with increased poverty levels, many parents have not been able to meet education costs for their children. The parents' poverty level affected their participation in

their children's ECE academic achievement. From the table above majority of the parents supported the UNICEF (2001), report that, 50% of all children are growing up in households struggling to meet their basic needs (Maslow 1970). Most of the parents are lowly paid and are living under poverty line, and this correlates with the World Bank report on poverty (2005), which stated that, majority of children come from families who live below poverty line. These parents were not able to involve themselves fully in their children's academic achievement; resulting to low academic performance in both divisional and district tests.

4.2.1 Parents contribution Purchase of teaching learning materials

The study sought to find out the amount of contribution Purchase of teaching learning materials, the table below shows the results.

Table 4.2: Parents contribution Purchase of teaching learning materials

Amount of contribution	Frequency	Percentage
0-500	142	35.5
501-1000	106	26.5
1001-1500	89	22.3
1501-2000	63	15.7
Total	400	100%

From the table above it indicated that 35.5% of the parents provide learning and teaching materials between 0-5000 due to their economic status. Low provision of materials results to poor performance of children in school. An average of 25% of the parents provides materials to the preschool centres.

4.2.2 Donations in Shillings

The study sought to find out the amount of money donated by the parents, the table below shows the results.

Table 4.3: Donations in Shillings

Amount	Frequency	Percentage
kshs 0-100	157	39
kshs 101-200	107	27
kshs 201-300	88	22
kshs 301 - 400	48	12
Total	400	100

The table shows that 39% of the parents have contributed Kshs 0-100. 27% of the parents have contributed Kshs 101-200, 22% of the parents have contributed Kshs 201-300 while of the parents have contributed kshs 301 – 400.

4.2.3 Correlation of economic levels and community participation in ECDE centres

The correlation coefficient can range from -1 to +1, with -1 indicating a perfect negative correlation, +1 indicating a perfect positive correlation, and 0 indicating no correlation at all. The Correlation matrix is used to determine the extent to which changes in the value of an attribute (such as economic levels) is associated with changes in another attribute (community participation in ECDE centres). The data for a correlation analysis consists of two input columns.

Table 4.4: Correlation of economic levels and community participation in ECDE centres

Type of provision	Indicators	Pearson Correlation Coefficient
Kshs 10,000-40,000	Purchase	0.12
	Improvise	0.18
	Donate	0.14
	Attendance	0.21
Kshs 40,001- 80,000	Purchase	0.35
	Improvise	0.30
	Donate	0.31
	Attendance	0.33
Above 80,000	Purchase	0.48
	Improvise	0.44
	Donate	0.49
	Attendance	0.67

The results in the table show that there is a high uniform correlation between economic levels and community participation in ECDE Centres. It is a positive relationship between the variables. The head teachers were required to state how parents pay school fees and they responded as shown in table below. Parents had capability of paying school fees on time, while 15% could not pay fees on time due to their economic status. This poor fees payment affects the performance of the preschool children and absenteeism.

The findings show that there is weak correlation on type of economic levels and 0.12 community participation in ECDE centers those with income level of Kshs 40,001- 80,000 purchased items, 0.18 correlation coefficient on improvised 0.14

correlation coefficient on donated while 0.21 correlation coefficient on did nothing on the pre-school centers. On evaluating those earning Kshs 40,001-80,000 the study found that 0.35 correlation coefficient on Purchased items, 0.30 improvised while 0.31 correlation coefficient on donated. The study found that those who earned above 80,000, majority 0.48 correlation coefficient on purchased items while 0.49 correlation coefficient on donated. This shows that at higher income levels the participants are likely to purchase or donate items for pre-school.

4.3 Literacy Level of Parents and Community on the Participation in ECDE Centres

4.3.1 Literacy Levels of Parents

The study sought to find out the literacy Levels of the parents. The table below shows the results. According to the research findings 35% of the parents did not have any kind of education, 29% had attained education up to KCPE level. 23% had attained education up to KCSE level, 13% had attained other levels of education these could have been their undergraduates, certificates and masters level.

Table 4.5: Education Level of Parents

Literacy Levels	Frequency	Percentage
None	141	35
KCPE	117	29
KCSE	90	23
Others	52	13
Total	400	100

This was a clear indication that of the parents had an adequate education. Education transforms enhances knowledge and empowers an individual. Education enables a person to think and make rational decisions (Gala, 2009).

4.3.2 Improvising of learning materials

The study sought to find out whether the parents were improvising learning materials. The table below shows the results.

Table 4.6: Improvising of learning materials

Improvising of learning materials	Frequency	Percentage
Improvised	248	62
Not improvised	152	38
Total	400	100

The study found that majority 62 of the parents improvised learning materials while 38% of the parents did not improvise learning materials.

4.3.3 Correlation on literacy levels and community participation in ECDE centres

The correlation coefficient can range from -1 to +1, with -1 indicating a perfect negative correlation, +1 indicating a perfect positive correlation, and 0 indicating no correlation at all. The Correlation matrix is used to determine the extent to which changes in the value of an attribute (such as literacy levels) is associated with changes in another attribute (community participation in ECDE centres). The data for a correlation analysis consists of two input columns.

Table 4.7: Correlation on literacy levels and community participation in ECDE centres

Type of provision	Indicators	Pearson Correlation Coefficient
None	Purchase	0.13
	Improvise	0.22
	Donate	0.12
	Attendance	0.45
KCPE	Purchase	0.24
	Improvise	0.40
	Donate	0.21
	Attendance	0.36
KCSE	Purchase	0.30
	Improvise	0.40
	Donate	0.30
	Attendance	0.33
Others	Purchase	0.35
	Improvise	0.24
	Donate	0.49
	Attendance	0.31

From the table above, the findings show that weak positive correlation between literacy and community participation in ECDE centres of those who had no level of education improvised their materials, 0.13 correlation coefficient on purchased while 0.22 correlation coefficient on had none. On studying those who had KCPE it was found that 0.24 correlation coefficient on purchased, 0.40 correlation coefficient on improvised, 0.21 correlation coefficient on donated while 0.36 correlation coefficient on did attend. Those with KCSE, 0.40 improvised, 0.30 correlation coefficient on purchased while 0.30 correlation

coefficient on donated. On studying those with other levels of education, the findings show that majority 0.35 correlation coefficient on purchased while 0.49 correlation coefficient on donated.

4.4 Level of Community Awareness Affects their Level of Participation in ECDE Centres

4.4.1 Parents meeting attendance

From the research findings it was found that most of parents had knowledge on in the number of times they attend the meetings that is in Ist Meeting with 40%, 2rd meeting with 34% and finally on 3rd Meeting with 26%. Low educational background of parents in Makueni County makes the parents to ignore some information on educational awareness thus, leading to poor enrolment in preschool, ECDE development and provision of learning and teaching materials in preschool centres.

Table 4.8: Responses of Head teachers on parents meeting attendance

Meetings	Frequency	Percentage
Ist Meeting	160	40
2rd meeting	136	34
3rd Meeting	104	26
Total	400	100%

This parents' failure to attend ECDE open day's forums probably was due to the reason that, most parents were not aware on the importance of meetings. Parents' failure to attend regularly to the pre-school meetings was, parents ignored their responsibilities, like provision of physical facilities, feeding programmes,

learning materials and checking ECDE children's academic achievement. The biggest burden was left on the shoulders of the ECDE preschool teachers. Parents had inadequate knowledge on importance of ECDE and had wrong attitudes emanating from their cultural beliefs. This resulted to low attendance during the pre-schools first opening days meetings. If the parents failed to attend regularly, their participation in supporting ECDE development would not be improved and this would affect the children's academic performance in end-term tests.

4.3.2 Correlation on Community Awareness and Community Participation in ECDE centres

The correlation coefficient can range from -1 to +1, with -1 indicating a perfect negative correlation, +1 indicating a perfect positive correlation, and 0 indicating no correlation at all. The Correlation matrix is used to determine the extent to which changes in the value of an attribute (such as community awareness) is associated with changes in another attribute (community participation in ECDE centres). The data for a correlation analysis consists of two input columns.

Table 4.9: Correlation on Community Awareness and community participation in ECDE centres

Type of provision	Indicators	Pearson Correlation Coefficient
Education awareness	Purchase	0.42
	Improvise	0.51
	Donate	0.32
	Attendance	0.47
Training awareness	Purchase	0.34
	Improvise	0.48
	Donate	0.37
	Attendance	0.32
Needs awareness	Purchase	0.39
	Improvise	0.33
	Donate	0.30
	Attendance	0.41

The findings in the table above reveal that the parents who had education awareness training awareness and needs awareness had a positive weak correlation with community participation in ECDE centres more likely to purchase as shown by 0.42 correlation coefficient on purchase, 0.51 correlation coefficient on improvised while 0.32 correlation coefficient on donated. On training awareness, it was found that 0.34 correlation coefficient on those trained purchased, 0.48 correlation coefficient on donated while 0.37 correlation coefficient on improvised. Those who had needs awareness were found to donate as shown by 0.30 correlation coefficient, 0.39 correlation coefficient on purchases, 0.33 correlation coefficient on Improvise and finally 0.41 correlation coefficient on Attendance.

4.5 Response of Parents on Physical Facilities

4.5.1 Classrooms

As shown in the table below, permanent structures were rated high at 50% in comparison to semi-permanent structure and in poor state rated 33.3% and 10% respectively. This was an indication that most of the ECDE structures are well established for the promotion of pre-school education. Further investigation on the findings revealed that 6.7% of the preschool structures didn't exist.

Table 4.10: Classrooms Structures

	Percentage
Permanent	50%
Semi-permanent	33.3%
Poor state	10%
No in existence	6.7%

From the figure above it was evident that, parents from the pre-schools could not build adequate permanent classrooms due to their poverty. This made the classes to be congested hence low children's academic performance in tests.

4.5.2 Observation on Physical facilities of Desks

The study sought to observe the state of desks in ECDE centres in Makueni County and the following information was obtained. From the table below, most of the ECDE centres had their desks in good condition (60%), while 10% of the centres had some desks but not in good conditions. This is due to lack of financial support from the parents. This leads to poor performance of the students because the classrooms might have fewer desks compared to the number of children and even comfort ability while learning.

Table 4.11: Observation on Physical facilities of Desks

Observation on Physical facilities of Desks	Percentage
In good conditions	60%
Required repair/Replacement	16.7%
Not in good condition	10%
Not available	13.3%
Total	100%

a) Play Ground

According to the information gathered it clearly indicates that a few preschool centres own their own play ground with 46.7% while 33.3% of the preschool shared play ground with primary school. This indicates that parents do not support preschool facilities and development of ECDE centres. It was also noted that 6.7% of the preschool centres had no play grounds.

Table 4.12: Observation of the Play Grounds

Observation of the Play Grounds	Percentage
Available	46.7%
Shared with primary school	33.3%
In poor state	13.3%
Not available	6.7%
Total	100%

Teaching and Learning Materials	Percentage
Enough for all	33.3%
Shared by 5 children and above	26.7%
Used only by teachers	33.3%
Not available	6.7%
Total	100%

From table above, only 33.3% of the preschool had enough teaching and learning materials, while 33.3% said that, learning materials used only by the teachers leaving children without any materials. Parents in private pre-schools supported funding of learning and learning materials. Many parents especially from pre-schools were affected by poverty and could not support development of materials for their children. This affected their children's academic achievement resulting to low performance in tests.

b) Feeding Programmes

From the table below, only 16 (53%) of preschools had seasonal feeding programmes while, in 8 (26%) had feeding programmes throughout and only 6.7% of the preschools had no feeding programmes. This agreed with the report MOEST (2004), which stated that, there were no feeding programmes in most of the pre-schools.

Table 4.13: Observation of the Feeding Programmes

Observation of the Feeding Programmes	Percentage
Available	26.7%
Seasonal	53.3%
Rarely	13.3%
Never existed	6.7%
Total	100%

c) Toilets

From the table below most preschools 45.6% stated that the toilets were semi permanent built of mud, while 38.9% said that the toilets were permanent built.

It was evident that, parents from the pre-schools could not build adequate permanent toilets due to their poverty. It was also found that 5.5% of the preschool had no toilets.

Table 19: Conditions of Toilets

	Percentage
Permanent	38.9%
Semi-permanent	45.6%
Very poor state	10%
Not available	5.5%
Total	100%

Table 4.14: Assessment of parental Economic Levels – 1st Week

No	Aspect	Boys	Girls	Total	Percentage
1	Incomplete uniform	58	65	123	20.5
2	Not in uniform	30	39	69	11.5
3	With tattered clothes	61	50	111	18.3
4	In shoes	12	18	30	5
5	Not in shoes	68	40	108	18
6	Lunch with balanced diet	24	12	36	6
7	With malnutrition	32	28	60	10
8	With skin diseases	37	26	63	10.7
	Total	322	278	600	100

Findings indicated that 20.5% of the pupils were not in a complete school uniforms whereas 11.5% of the pupils were not in uniform at all. This was an indication that most of the parents were low economically, and therefore unable to dress their children in a formal manner. Though unable to dress the children well by the parents, the high enrolment in pre-school can point to the support of the parents in the development of ECD Education. Further, the findings revealed that 18% walk bare footed to school whereas 18.3% wear tattered clothes to school. Additionally it was observed that majority of the pupils feed on an unbalanced diet while in school, a factor that could be contributing to the skin disease experienced by 6% of the sampled students.

This observation was repeated after two weeks and the following findings were recorded.

Table 4.15: Children Observation Schedule – 2nd Week

No	Aspect	Boys	Girls	Total	Percentage
1.	Incomplete uniform	68	40	108	18
2.	Not in uniform	61	50	111	18.3
3.	With tattered clothes	30	39	69	11.5
4.	In shoes	58	65	123	20.5
5.	Not in shoes	12	18	30	5
6.	Lunch with balanced diet	32	28	60	10
7.	With malnutrition	37	26	63	10.7
8.	With skin diseases	23	13	36	6
	Total	322	278	600	100

Third children observation carried out after the 3rd week recorded the following information.

Table 4.16: Children Observation Schedule – 3rd Week

No	Aspect	Boys	Girls	Total	Percentage
1	Incomplete uniform	61	50	111	18.3
2	Not in uniform	32	28	60	10
3	With tattered clothes	37	26	63	10.7
4	In shoes	30	39	69	11.5
5	Not in shoes	23	13	36	6
6	Lunch with balanced diet	68	40	108	18
7	With malnutrition	58	35	123	20.5
8	With skin diseases	12	18	30	5
	Total	322	278	600	100

4.6 Summary statistics of Correlation analysis

The Pearson product-moment correlation coefficient is a measure of the strength of a linear association between two variables and is denoted by r . Basically, a Pearson product-moment correlation attempts to draw a line of best fit through the data of two variables, and the Pearson correlation coefficient was conducted to examine the relationship between variables, r , indicates how far away all these data points are to this line of best fit (how well the data points fit this new model/line of best fit). The Pearson correlation coefficient, r , can take a range of values from +1 to -1. A value of 0 indicates that there is no association between the two variables. As cited in Wong and Hiew (2005) the correlation coefficient

value (r) range from 0.10 to 0.29 is considered weak, from 0.30 to 0.49 is considered medium and from 0.50 to 1.0 is considered strong. However, according to Field (2005), correlation coefficient should not go beyond 0.8 to avoid multicollinearity. Since the highest correlation coefficient is (0.752) being indicated between prior experience and educational level which is less than 0.8, there is no multicollinearity problem in this research

Table 4.17: Pearson Correlation Coefficients Matrix

Pearson Correlation	Development of ECDE Centres and programmes	Economic Situation	Literacy Level	Community Awareness
Development of ECDE Centres and programmes	1.000	.733*	.712*	.654*
Economic Situation	.733*	1.000	.536*	.752*
Literacy Level	.712*	.536*	1.000	.118*
Community Awareness	.654*	.752*	.518*	1.000

Note: *Correlation significant at the level 0.001 (two-tailed)

. From the table, all the predictor variables were shown to have a positive association between them; with the strongest (0.752) being indicated between prior experience and educational level, while the weakest (0.118) between Community Awareness and Literacy Level.

4.7 Summary statistics of Regression Analysis

Analysis in Table 4.15 shows that the coefficient of determination (the percentage variation in the dependent variable being explained by the changes in

the independent variables) R^2 equals 0.799, that is, Economic Situation, Literacy Level and Community Awareness leaving only 20.1 percent unexplained.

Table 4.18: Summary statistics of Regression Analysis

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.894	.799	.694	.74278

Predictors: (Constant), Economic Situation, Literacy Level and Community

Awareness

Dependent Variable: Development of ECDE Centres and programmes

ANOVA^b

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	93.144	4	23.286	79.730	.000 ^a
	Residual	53.739	184	.292		
	Total	146.884	188			

a. Predictors: (Constant), Economic Situation, Literacy Level and Community Awareness

b. Dependent Variable: Development of ECDE Centres and programmes

ANOVA findings (P- value of 0.00) in table 4.14 show that there is correlation between the predictor's variables (Economic Situation, Literacy Level and Community Awareness) and response variable (Development of ECDE Centres and programmes). An F ratio is calculated which represents the variance between the groups, divided by the variance within the groups. A large F ratio indicates that there is more variability between the groups (caused by the independent variable) than there is within each group, referred to as the error

term(Pallat, 2005). A significant F test indicates that the null hypothesis can be rejected.

Table 4.19: Coefficients of regression equation

Coefficients ^a						
Model		Unstandardized		Standardized		
		Coefficients		Coefficients		
		Std.				
		B	Error	Beta	t	Sig.
1	(Constant)	.240	.258		.930	.354
	Economic Situation	.294	.077	.297	3.798	.001
	Literacy Level	.230	.070	.188	3.290	.000
	Community Awareness	.013	.062	.013	.215	.000

a. Dependent Variable: Development of ECDE Centres and programmes

The established multiple linear regression equation becomes:

$$Y = 0.240 + 0.294X_1 + 0.230X_2 + 0.013X_3$$

Where

Constant = 0.240, shows that if educational level, entrepreneurial culture, prior experience and networking are all rated as zero, Development of ECDE Centres and programmes would be 0.240

$X_1 = 0.294$, shows that one unit change in Economic Situation results in 0.294 units increase in Development of ECDE Centres and programmes.

$X_2 = 0.230$, shows that one unit change in Literacy Level results in 0.230 units increase in Development of ECDE Centres and programmes.

$X_3 = 0.013$, shows that one unit change in Community Awareness results in 0.013 units increase in Development of ECDE Centres and programmes.

CHAPTER FIVE: SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter gives a summary of the findings of the study followed by conclusion then recommendations and suggestions for further research.

5.2 Summary of findings

It was evident that, majority of parents struggle and pay school fees and only a few of the parents fail to pay school fees for their children. This is due to poor income of the parents; the preschool centres face challenges in financial support, ECDE development and poor salary payment to the preschool teachers. Finding show that most parents, were lowly paid, this study agrees with the MOEST (2001), survey on poverty which affirms that, with increased poverty levels, many parents have not been able to meet education costs for their children. The parents' poverty level affected their participation in their children's ECE academic achievement.

The findings show that majority of the parents supported the of all children are growing up in households are struggling to meet their basic needs. Most of the parents are lowly paid and are living under poverty line, and this correlates with the World Bank report on poverty (2005), which stated that, majority of children come from families who live below poverty line. These parents were not able to involve themselves fully in their children's academic achievement; resulting to low academic performance in both divisional and district tests.

The findings show that majority of the parents did not have adequate education. Education transforms enhances knowledge and empowers an individual. Education enables a person to think and make rational decisions. Of those who are educated findings show that majority of the parents provide learning and teaching materials, while few of the parents don't provide due to their economic status. Low provision of materials results to poor performance of children in school. Parents are welcome in the school and their support and assistance are sought; multiple opportunities are available for parents to be involved with school; parents are partners in the decisions that affect children and families; community resources are used to strengthen schools, families and student learning; communication between home and school is regular and two-way; parenting skills are promoted and supported; parents play an integral role in assisting student learning.

The finding show that most of parents had knowledge on education and only a few parents had no educational awareness. Low educational background of parents in Makueni County makes the parents to ignore some information on educational awareness thus, leading to poor enrolment in preschool, ECDE development and provision of learning and teaching materials in preschool centres. The findings revealed that most of the parents were lowly educated which therefore could affect their economic levels. This could have negative impacts in supporting ECE education.

Most of the parents attended meetings irregularly, the first meeting was the highly attend while the meeting was lowly attended. This parents' failure to attend ECDE open day's forums probably was due to the reason that, most parents were not aware on the importance of meetings. Parents' failure to attend regularly to the pre-school meetings was, parents ignored their responsibilities, like provision of physical facilities, feeding programmes, learning materials and checking ECDE children's academic achievement.

5.3 Conclusions

The study findings show that community participation in pre-schools was considerably good evidence from the provision of materials, high level of awareness of existence of the ECD centers, attendance of meetings, and high levels of literacy in the community.

Based on the research findings, it was established that there were factors which were enhancing community participation in the development of pre-school center in Makueni county Kenya. These factors, the study concluded were emanating from parents awareness, economic situation and literacy levels. Most of these factors were emanating from lack of awareness among parents on the importance of pre-school.

5.4 Recommendations

The following are the recommendations the researcher came up with as per the findings

Parents should be involved in assessment of pre-school programmes so that they can own them. The government should meet pre-school teacher's remuneration and deploy enough teachers to every part of Kenya.

Mobilization of locally available pre-school resources which are currently underutilized e.g. resource persons, construction materials and learning/teaching materials by relevant authorities' parents and sponsors. There is a need for community mobilization and capacity building awareness on pre-school so as to sustain pre-school centres. Enough creation of awareness should be done on the side of parents and caregivers so that they can understand the rationale for taking children to pre-school at the appropriate age since this is the age when children are more receptive to learning instructions.

The government should invest heavily on industrialization for the creation of more job opportunities to make education gain more value. Awareness meetings and workshops should be carried out to increase parent's participation in pre-school development and partnership policies.

5.5 Recommendations for further research

A study should be carried out on other private and public pre-schools country wide in order to elicit more accurate national outlook on how parents participation impact on ECD.

Further research should be carried to map out the locally available resources in different quarters of the county to help provide better ECD facilities and services.

An intensive follow-up of all children starting from the pre-school and continuing through their first four years in primary school should be instituted

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APPENDICES

Appendix I: Head teacher's Questionnaire

This appendix requires the respondent to furnish the researcher with information about the economic situation, literacy level and the awareness of community in relation to their level and mode of participation in preschool development in Makueni County.

Provision of teaching and learning materials, kindly tick in the appropriate box

1. Which ways do the preschool parents provide teaching and learning materials to the ECDE centres in your school?

a) Purchase []

b) Improvise []

c) Donate []

d) None []

2. How many parents complete fee payments per term?

a) About 1/5 []

b) About 2/3 []

c) About 1/4 []

d) None 3/20 []

3. How do you rate the parents attendance to preschool meetings

i. 1st meeting

a) About 1/5 []

b) About 2/5 []

c) About 1/4 []

d) All 3/20 []

ii. 2nd meeting

a) About 1/5 []

b) About 2/5 []

c) About 1/4 []

d) None attended 3/20 []

iii. 3rd meeting

a) About 1/5 []

b) About 2/5 []

c) About 1/4 []

d) All 3/20 []

4. How many parents have attended the following levels of education?

a) Primary level []

b) O level []

c) Diploma []

d) Degree and above []

Appendix II: Preschool teacher's Questionnaire

In this appendix the study will try to establish the economic status, the literacy level and community awareness towards their participation in preschool development in Makueni County. *Kindly tick the appropriate choice*

1. How many parents contribute towards the provision of teaching and learning materials in your preschool

About 1/5 []

About 2/5 []

About ¼ []

All 3/20 []

2. How many parents attend educational awareness meetings?

a) Below 50 []

b) Above 50 but less than 100 []

c) Above 100-200 []

d) Above 200 []

3. How do you rate the educational levels of your parents?

a) Primary []

b) O level []

c) Diploma []

d) Degree and above []

Appendix 3:- Interview schedule for the Parents

In this appendix, the respondent will varnish the researcher with information about the parents economic situation the literacy level and their level of awareness towards their partnership of ECDE centres

Kindly tick the most appropriate category

1. How much do you earn per month?

- a) Ksh 0-10000 []
- b) Kshs 10,000-15,000 []
- c) Kshs 15,000-20,000 []
- d) Above Kshs 20,000 []

2. Tick the 3 meetings that you attended

- a) 1st meeting []
- b) 2nd meeting []
- c) 3rd meeting []

3. What is the the highest level of education you have attained?

- a) None []
- b) KCPE []
- c) KCSE []
- d) Other []

Appendix IV: Physical Facilities

This schedule is aimed at observing the condition and availability of the physical facilities in the 30 sampled preschool centres. The researcher and his assistant will visit the centres and tick the appropriate boxed in their schedules helped by the preschool teachers.

1. Classrooms

- a) Permanent []
- b) Semi permanent []
- c) Poor state []
- d) No in existence []

2. Desks

- a) In good conditions []
- b) Required repair/replacement []
- c) Not in use conditions []
- d) Not available []

3. Play gorunds

- a) Available []
- b) Shared with primary school []
- c) In poor state []
- d) Not available []

4. Teaching and learning materials

- a) Enough for all []
- b) Shared by 5 children and above []
- c) Used only by teacher []

d) Not available []

5. Feeding programme

a) Available []

b) Seasonal []

c) Rarely []

d) Never existed []

6. Toilets

a) Permanent []

b) Semi permanent []

c) Very poor state []

d) Not available []

Appendix V: Children Observation

In this observation schedule, the researcher will visit the 30 preschools and observe the children's wellbeing including clothing, nutrition and health status.

The observation will be repeated 3 times within 4 weeks times.

1st Observation Schedule

No	Aspect	B	G	Totals	Percent
1.	Complete uniform	58	65	123	
2.	Not in uniform	30	39	69	
3.	With tattered clothes	61	50	111	
4.	In shoes	12	18	30	
5.	Not in shoes	68	40	108	
6.	Lunch with balanced diet	23	12	36	
7.	With malnutrition	32	28	60	
8.	with skin diseases	37	26	63	
	Total	322	278	600	